



## **Redesign Plan**

Jessie Loomis School

Saginaw City School District

Mrs. Erika Taylor, Administrator  
2000 LOOMIS ST  
SAGINAW, MI 48601-4136

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# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

A total of 409 students in preschool to 6th grade attend Loomis Math Science and Technology Academy. Daily attendance average is 91%. The principal is Sherie S. Daniel. There are 24 professional teaching staff members and 26 support personnel, including aides, custodians, and a secretary. Our Parent Group President/Parent Liaison is Ms. Freddie Marshall. The percentage of parents attending Fall Parent-Teacher Conferences is 91%; Spring Parent-Teacher Conferences 80%.

Using our school's data to inform our practices we will monitor our students success throughout the school year to insure that our students are making the academic gains needed to close the achievement gap for the 2013-14 school year. As a result, Tier I, and Tier II interventions will be utilized through "Multi-Tiered System of Support" Tier III provides intensive instruction in a small group setting.

Our school attendance is also a challenge that we face. We are faced with many children who have health issues that keep them out of school especially during the winter months. We are also working with parents regarding students coming to school tardy. Attendance will be addressed at the orientation meetings and the grade level meetings. The principal will work closely with the teachers and the home school aide to address the truancy concern with parents.

Another challenge that we face is making sure that we meet all of the emotional needs for all of our students. Our school's At Risk Counselor will set up meetings to address the needs of our students and their families. A primary goal of our At Risk Counselor will be to provide support by developing effective relationships with Title I eligible students by supporting students in learning and exhibiting appropriate school related behaviors that support academic achievement, provide positive behavior modification techniques/interventions.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Loomis Math, Science, and Technology Academy (LMST) has a vision to increase the understanding of math and science through curriculum integration and the use of technology. The vision is to create a student-centered curriculum where there is a desire to learn through inquiry and the continued practice of basic elementary skills in order to gain mastery before admittance into our middle school program. The design will focus on the needs of students who crave challenges and innovation with a desire to use their knowledge to impact the world around them.

We believe fundamentally that:

1. Every student is unique, valuable and capable of learning.
2. Every student needs to graduate from high school, prepare and understand that learning is life-long; in order to compete and contribute successfully in a global society.
3. The responsibility of education is shared among all members of the community.
4. That appreciating the diversity of student's backgrounds, abilities, and interests is integral to the success of each student.
5. Every family/parent involved in his or her child's education is an integral part of each student's success.

Jessie Loomis MST Academy is in alignment with The School District of the City of Saginaw, in partnership with parents, students, businesses and the community, is committed to and responsible for ensuring:

the highest level of academic achievement and career planning for all students

the highest performing organizational structure at all levels, and a safe and effective learning environment for all students

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Loomis MST Academy has a wide variety of special programs including MENTORING OUR STUDENTS to SUCCEED (M.O.S.T.S.) PROGRAM that is one-to-one tutoring with community partners. In addition to the M.O.S.T.S. Program we have Full Day Pre-Kindergarten, Extended Day Kindergarten, Special Education Resource Program, Extended Learning, Speech and Language Therapy, Occupational Therapy, Foster Grandparent Program, SPLASH, Vision and Hearing Screening, Dental Bus, Community Education Youth Sports - Girls and Boys Basketball, Flag Football, Floor Hockey, and Soccer, Cheerleading, Junior Achievement, Redeemer Neighborhood Watch partnership, Saginaw Police Appreciate Children Everyday (S.P.A.C.E. Program), Delta College Numbers Math Mentoring Program, First Lego League, Citizens Bank at School Program, Science Fair Workshops, Tools to Teach Literacy and Math Family Fun Nights, Scholastic Book Fairs, Box Tops for Education, SodexoMagic Elementary Future Chefs Culinary Competition and A-Z Salad Bar, STARRS Assemblies with Student of the Month, Sports Award Recognition, Bucket Fillers Program, Safety Patrol, Service Squad, Recycling Club, Choir, Chess Club, Modern Dance and Ballet Club, Rob the Drummer Presentation, Loomis Has Talent Show, Black History Month Celebration and Cinco de Mayo parade participation, and READ ACROSS AMERICA celebration.

Our primary focuses are to enhance our school's climate and culture and implement a Response to Intervention (RtI) model currently referred to as the Multi-Tiered System of Support (MTSS) model that provides scientifically researched based interventions which will positively impact and accelerate student achievement. Our scores on standardized tests are showing steady improvement in reading. Our test scores in math, science, and social studies subject areas suggest that we need to review our core instructional practices and alignment from grade to grade. By adopting the Math in Focus Singapore Math approach we expect to see math scores increase as the program is designed to teach mastery of mathematical concepts. Our school improvement plan is also addressing our Science and Social Studies scores. We have added a more detailed plan for parent involvement as well.



## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Loomis Math Science & Technology Academy is a neighborhood school that serves students within Saginaw Public School's established boundaries. It also serves students outside its geographic area through both the school of choice and open enrollment process.

Our Loomis Wildcats First Lego League Team sponsored by Nexteer Automotive competed at the Annual First Lego League Competition held at Freeland Middle School. We earned the Inspiration Trophy. Our Team was also recognized at a SPSD Board of Education Meeting for their Outstanding Achievement. Again this year, our team performed well and gained knowledge and experience in the areas of research, technology, robotics, problem solving, and public speaking.

Loomis MST Academy Choir welcomed a new choir director this year. Mrs. Donna Sullivan - Choir Director for Delta College volunteered her time and expertise to develop our young voices. Our choir performed at Delta College's Black History Month Celebration and A Celebration of Gospel Music Event, as well as holiday assemblies here at Loomis.

Loomis MST Academy students traveled to various places throughout Michigan. Field trip sites included: Lansing Impression Five Museum, Detroit Zoo, Dearborn's Greenfield Village, Bay City State Park Natural Resources and Ecosystem Discovery Program, Rainbow Park, Educational Game Days for Saginaw Spirit Hockey, Mid-Michigan Children's Museum, Delta College Planetarium, and Crossroads Village.

Loomis MST Academy is a strong family and community-oriented school that is committed to providing a safe and secure educational environment. We strive to teach our students to demonstrate civic responsibility, mastery of the core curriculum, and 21st Century technology skills which will prepare them to be successful in the world after graduation, becoming lifelong learners. We are extremely proud of our students, our school, and our community.

# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

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**Priority School Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		2014-2015 Teacher Evaluation Tool

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		2013-2014 Administrator Evaluation Tool

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		SPSD-SEA MOU for Loomis

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		SPSD-SEA MOU for Loomis

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	1-12-15	SPSD-SEA MOU for Loomis

## Redesign Plan

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Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Loomis-Redesign Signature Page



# **Transformation Redesign Diagnostic**

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Ericka M. Taylor - Principal - etaylor@spsd.net

Susan Arterburn - Resource Teacher - sarterburn@spsd.net

Kathy Clark - Kindergarten teacher - kclark@spsd.net

Lindsey Beyerlein - 2nd Grade teacher - lbeyerlein@spsd.net

Terri Oginsky - PLC District Coach - toginsky@spsd.net

Nathaniel McClain - Asst. Superintendent - nmccclain@spsd.net

Tanisha Brooks - SISD Intervention Specialist - tanishab@charter.net

Jan Kennelly - SISD School Improvement Facilitator - jkennelly@sisd.cc

Ron Helmer - SISD School Improvement Facilitator - ron.helmer@gmail.com

## PART B: TEACHING AND LEARNING PRIORITIES

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

Loomis' Priority School Team has chosen the Transformation Model for rapid reform and increased student achievement. Success in implementing this model can only happen if we focus our efforts around three 'big ideas' which will be monitored utilizing a variety of data (Top to bottom, socio-economic, MEAP trends, AIMSWEB, Skyward student data system, student demographics and proficiency data).

### Big Idea One: Improvement of Teacher Knowledge, Skills and Disposition

We will improve academic achievement for all students in all core content areas by building and reinforcing the knowledge, skills and disposition of our teachers. Our teachers' knowledge and skills regarding the academic content must be developed to fully engage all students. The science and social studies curriculum, reading program (Reading Street), writing program (Write Steps), and math program (Math in Focus) have not been consistently taught with fidelity. This big idea was created through application of the Collaborative Learning Cycle and within the context of MEAP Five-Year Trend proficiency data. School years 2010-2011 through 2013-2014 data was the focus of team dialogs. Writing, Social Studies, Science, Mathematics and Reading data were thoughtfully reviewed. Development of causal theories through consensus decision-making processes supported our assertion that Loomis teachers lack a thorough understanding and knowledge of subject matter (e.g. mathematics, reading, writing, science and social studies). Aligned with Loomis' 2013-2014 fourth percentile Top-To-Bottom (TTB) ranking and the previous two year's average TTB ranking of 20 for the 2011/2012 school year and 9 for the 2012/2013 school year, Loomis Elementary third through fifth grade MEAP "percent proficient" scores have been and remain low. As an example, average 2013-2014 MEAP percent proficient for all students (Level 1 and Level 2) include: 12.5%, 36.4%, 28.6 % & 34.5% for Reading, less than 10% at all grade levels for Math, less than 10% for 5th grade in Science, less than 10% for 6th grade in Social Studies and 23.6% for 4th grade in Writing.

Our teachers need focused, intensive training and sustained professional development in understanding the content to build the confidence to teach it. This big idea requires all of our teachers to be able to articulate the theory driving the content as well as demonstrate high levels of expertise and implementation so that they can adequately plan and execute lessons meeting the needs of our students.

### Big Idea Two: Developing Focused and Effective Teaching Using Engaging Strategies

We will improve academic achievement for all students in all core content areas by developing and implementing instructional strategies based upon an understanding of our students' academic and emotional needs and teachers' mastery of the core curriculum. This big idea was envisioned through application of the Collaborative Learning Cycle with the context of MEAP five-year trend proficiency data. At best, this trend data reflected no proficiency gains over multiple years of testing. More frequently, data signaled decreasing proficiency. As an example, the previous three year's math score averages from school year 2011/2012 to 2013/2014 reflect the following: 16%, 11.9% and less than 10% in 3rd grade, less than 10% every year for fourth and fifth grades and 12%, 11.8% and less than 10% in 6th grade.

Our teachers must fully understand the most effective, research-based instructional strategies to use with our students and be able to access appropriate instructional resources. It is critical that our teachers receive ongoing support and training in the identification and use of best-practice, differentiated strategies so that we can fully engage each student and maximize their learning opportunities.

### Big Idea Three: Building a Positive Culture and Climate

Our students possess a wide range of skills and abilities, but are consistently not achieving due in part to teachers' lack of understanding about how our students' backgrounds influence the way in which they are able to learn. Teachers must understand the culture and needs of our economically disadvantaged students and demonstrate high expectations for them. Activating Loomis' Transformational Plan will promote student growth through implementing specific and sustained initiatives that will establish clear expectations for student behavior in all areas of the school, and develop a common disciplinary protocol building-wide. Current data from the 2014/2015 school year shows that we already have 187 offenses by students which include 3 assaults on staff, 18 physical assaults, 41 educational disruptions 35 incidents of fighting, 15 incidents of insubordination, and 15 incidents of failure to cooperate. These offenses have resulted in more than 100 out of school suspensions to date. In the 2011/2012 school year, there were 563 suspensions and 9 long-term (more than 10 days) suspensions for 156 students out of a total count of 394; in the 2012/2013 school year, there were 274 suspensions and 2 long-term suspensions for 128 students out of a total count of 383; and in the 2013/2014 school year, there were 432 suspensions and 3 long-term suspensions for 181 students out of a total count of 456. Loomis will also create and maintain a school climate that directly and effectively supports the Transformational Plan learning goals in sustained ways, including a strategic monitoring system to reinforce and guide instructional leadership

### State what data were used to identify these ideas

Loomis' Priority team assumed responsibility for learning and utilizing essential elements of the Collaborative Learning Cycle for the purpose of creating data-based "big ideas." Michigan's 2013-14 Top-to-Bottom list indicated a fourth percentile ranking for Loomis. Based on 4 years of data, that proficiency rating suggested a strong likelihood that extremely low overall MEAP student achievement data would exist. Using MISchoolData's "All Students/All Grades" five-year trend (math, reading, writing, science and social studies) student achievement data as the focus of a multi-session Collaborative Learning Cycle process, the Team observed that all content and subject areas reflected significant student achievement deficits. No tested areas reflected proficiency levels that might be considered acceptable within traditional parameters. Our Team discussion also considered grade-specific and locally derived assessment results (AIMSweb), which supported MEAP findings. The Team also analyzed Skyward suspension and referral data over four years. High levels of occurrences indicate a concern about the climate and culture of the building.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

Indicator 1A:

The previous principal, Mrs. Sherie Daniel was replaced July 1, 2014, prior to Jessie Loomis Elementary being identified as a Priority School. The Superintendent of Saginaw Public Schools has the right of assignment to place administrators. Dr. Jenkins made a recommendation to the Saginaw Public School's Board of Education to approve Ericka Taylor's assignment at Jessie Loomis Elementary for the 2014-2015 academic year.

Jessie Loomis Elementary's new principal, Ericka Taylor, began on July 28, 2014. She was selected and approved by the Saginaw Public School District Board of Education. Mrs. Taylor previously served as principal of Jessie Rouse Elementary for the past six years, where she implemented a positive behavior support initiative to improve climate and culture. Respecting the social and academic needs of her students led to the development of a culturally responsive school community that focused on student's performance data through a tiered support model (MTSS) to enhance student achievement.

In reference to Big Idea # 3, Mrs. Taylor has the prerequisite experience and skill-set to assist Jessie Loomis in fostering a more conducive culture and climate evidenced by her success in restructuring school operations. As the instructional leader within her previous principalship, Mrs. Taylor worked with staff in professional learning communities to develop protocols for reviewing students' work, assessing their mastery of content, and identifying high impact literacy strategies to support greater levels of student proficiency. She conducted weekly Intervention Team Meetings to review and discuss individual student data which included: MEAP, AIMSweb results, summative assessments, attendance, and discipline referrals to identify appropriate interventions. Students were progress monitored weekly using AIMSweb and cases were reviewed every four to six weeks to determine the effectiveness of the intervention methods, and instructional strategies were adjusted accordingly. These actions resulted in a swift and significant change in the building culture and built a solid foundation for academic and behavioral improvement.

Over the course of her first two years at Jessie Rouse, Mrs. Taylor worked with her School Quality Team and Parent & Teacher Advisory Group to engineer a shared vision with students, staff, parents, and the community by identifying areas of immediate concern. This dialogue resulted in the comprehensive reorganization of student services within the classroom from a tiered intervention model approach blended with the appropriate ancillary services that students required to assist them with receiving classroom instruction. At the conclusion of her final year at Jessie Rouse, Mrs. Taylor had established an operational Multi-tiered System of Support that that addressed academic interventions that students received from the core instructor, Title I teachers, interventionists, and ancillary staff.

Mrs. Taylor relied heavily on her ability to effectively evaluate staff to determine if they had the prerequisite expertise to provide quality  
SY 2014-2015

instruction to students. She used routine classroom walkthroughs to monitor teachers' presentation of content, integration of rigor, and classroom management strategies to create an environment of respect. Teachers were expected to implement best practices that they identified in their PLCs as being most efficient in assisting students reach proficiency. She forwarded recommendations for nonrenewal of contracts for staff who could not meet professional teaching standards. She is known for her ability to collaboratively work with all bargaining units within her school culture, parents, and community stakeholders to strategically develop programming around common themes and big ideas, which result in increased enrollment and staff assuming more leadership opportunities. She has demonstrated that she possesses the essential leadership capacity to lead Jessie Loomis Elementary staff and students towards rapid improvement. She has directed summer learning programs within her school to assist students in sustaining mastery of content learned over the regular academic year. She is committed to research that assists in the modification of curriculum to ensure that Jessie Loomis students are provided with the best possible education, in a safe and respectful environment. Ultimately her role as a resource person for teachers will provide instructors with the high-tech tools and instructional practices needed to deliver rigorous instruction in engaging ways to improve student achievement. Her innovative ability to create sustainable processes in planning for and delivery of instruction will serve the students of Jessie Loomis well.

### Indicator 1B:

The district will increase leadership capacity by making a commitment to support principals as instructional leaders. Assigning a mentor principal adept in curriculum design and implementation to the newly appointed Jessie Loomis principal will assist in the facilitation of the transformation plan. The Assistant Superintendent for Curriculum and Instruction will work with Mrs. Taylor in developing goals within her Individualized Development Plan (IDP) that will enhance her ability to support staff in achieving Big Idea # 2 - Developing Focused and Effective Teaching Using Engaging Strategies. Monthly meetings with the Assistant Superintendent will be an opportunity for Mrs. Taylor to provide regular updates on progress towards goals identified within the IDP. The IDP plan will consist of Mrs. Taylor receiving assistance in the following areas to ensure that the transformation plan is executed with fidelity:

- Improving student engagement through rigorous and relevant instruction
- Engineering a vision for the success of all students
- Cultivating leadership in instructional and support staff
- Leading people through managing data and school improvement processes
- Creating a college and career going culture

The Assistant Superintendent will work with the Title I Director to ensure that Mrs. Taylor has access to supplemental materials and resources needed to implement Jessie Loomis' MTSS model. Instructional coaches will be deployed to assist Jessie Loomis' staff with professional development in instructional strategies outlined within their school improvement plan. Coaches will be on-site to facilitate ½ day professional development in the core content areas. Title II resources will also be used to give teachers and administrators exposure to workshops or conferences that promote attainment of goals outlined within their school improvement plan.

Mrs. Taylor will also receive assistance from the district's Title I Director in developing an instructional program supported by supplemental services. It's critical that building principals understand Title I compliance factors and fiscal accountability within a deficit school district. This will allow Mrs. Taylor to work with our Human Resources Department to identify strong teacher candidates to fill vacancies supported by Title I dollars.

The Saginaw Public School District has secured funding through the Saginaw ISD to support a College and Community Access Coordinator to assist Jessie Loomis students with identifying post-secondary options and career opportunities. Instructional coaches and the Assistant Superintendent will also work with the Saginaw ISD to provide Jessie Loomis' staff with technical assistance in completing the transformation plan, school improvement plan, and unpacking tool. The Assistant Superintendent will provide more intensive support to Mrs. Taylor in

developing the Comprehensive Needs Assessment and School Data Profile Analysis. The Assistant Superintendent will also review the school's decision-making process to ensure that there has been meaningful collaboration with members of the School Improvement Team to generate a school improvement plan that reflects instructional concerns from all stakeholders.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.**

Indicator 2A:

Public Act 205 of 2009, effective January 4, 2010, enacted Section 1249 of the Revised School Code (MC380.1249) to require an annual job performance evaluation for school teachers and administrators.

The Saginaw Public School District, in collaboration with the Saginaw Education Association (SEA), has a collective bargaining agreement in place that allows for full implementation of this transformation plan. The district established two separate committees that consisted of K-12 Teachers, Building and Central Office administrators. The Teacher Evaluation Committee met regularly since 2010 to update/modify the teacher evaluation rubric to comply with the most recent legislative changes, including a rubric that details the expectations for the student growth factor. Multiple sources of data were used to determine student growth, including Pearson ELA assessments, the Scholastic Reading and Phonics Inventories, ESI-P Early Screening Inventory, AIMS web Universal Screenings in Reading and Math, MEAP, MEAP Access and MI-Access. Twenty-five percent of teachers' evaluations will be based on student growth by 2014-2015. Fifty percent of teachers' evaluation will be determined by student growth in the 2015-2016 academic year.

Indicator 2B:

The Administrator Evaluation Committee met regularly since 2011 to create a new evaluation tool that reflects and complies with the most recent legislative changes, including a rubric that details the expectations for the student growth factor. Multiple sources of data were used to determine student growth, including Pearson ELA assessments, the Scholastic Reading and Phonics Inventories, ESI-P Early Screening Inventory, AIMS web Universal Screenings in Reading and Math, MEAP, MEAP Access and MI-Access. Twenty-five percent of principals' evaluations will be based on student growth by 2014-2015. Principals' evaluations are based on the following criteria: leadership, communication, labor and organizational management, fiscal responsibilities, and student assessment, growth and achievement. Each category has proficiency standards that administrators must satisfy in order to be considered effective or highly effective. Fifty percent of administrators' evaluation will be determined by student growth in the 2015-2016 academic year.

Please see the attached STAGES Evaluations Rubrics in the Assurances.



**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

Indicator 3A:

Jessie Loomis Elementary will use the performance evaluation data and the Saginaw Public School District procedures set forth by the Board of Education to identify Highly Effective Teachers and building leaders. During the 2012-2013 school year, Saginaw Public Schools fully implemented a new teacher evaluation process, based on Charlotte Danielson's Teacher Training Framework model. Highly effective teachers are considered master teachers who make a contribution to the field, both in and outside of their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.

- To receive a "highly effective" rating, teachers must show an indication of student growth and achievement using four or more measurements including: AIMS web, Pearson ELA, MEAP Reading, MEAP Math, and MEAP Writing assessments. Starting fall 2014 Jessie Loomis will begin using MAISA units and common assessments.

- To receive a "highly effective" rating under student Growth and Achievement, a total of 80% of the total number of students serviced by the teacher must have demonstrated growth on the selected approved assessments.

- To receive a "highly effective" rating in program implementation, teachers must attend and actively participate in all required professional development and professional learning communities (PLCs). They must demonstrate proficiency by utilizing the strategies provided by Pearson ELA, Write Steps, Math Connects, and Pearson Science and Social Studies programs. They must adhere to the district pacing guides, timelines, and revised instructional schedules adopted at Jessie Loomis. Indicators of program implementation are: sign-in sheets, lesson plans, classroom walkthroughs reports, classroom observations, and student work products.

The building principal is responsible for the completion of all evaluation processes and monitoring the goals of all staff within the school. All personnel who are deemed to be highly effective and demonstrate increased student achievement based on the requirements of the evaluation tools, and have shown competence in the implementation of Jessie Loomis' transformation plan will be granted the following:

- Teachers who are identified as Highly Effective will be given an opportunity to attend a state or national educational conference of his/her choice.

- Teachers who are identified as Highly Effective will receive additional dollars from the building's supply budget to purchase classroom supplies/resources.

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- Teachers who are identified as Highly Effective will be granted released time for building professional development with a substitute provided.
- Building leaders who are identified as Highly Effective will be granted released time one day a month to work in the classrooms while a guest principal provides administrative coverage.
- Building leaders who are identified as Highly Effective will be given an opportunity to attend a state or national educational conference of her/his choice.
- Building leaders who are identified as Highly Effective will be granted additional flex days not to exceed two days per school year.

The above rewards will be awarded annually at the completion of the teacher/administrative evaluation process

### Indicator 3B:

Personnel found to be minimally effective or ineffective, based on the evaluation tool, with <64% of students showing and increase in achievement, and /or not implementing the instructional program, based on the criteria described in 3A, will be laid off and/or placed on a revised Individual Development Plan. They will be given the following supports: additional opportunities for professional development in deficit areas, a peer mentor, as well as receive intensive support from instructional coaches and building administration. Progress will be monitored regularly with walkthrough protocols and examination of student achievement data, to provide immediate feedback, guidance and redirection. Educators will be given multiple opportunities to improve their craft through the Individual Development Planning Process over a period of three evaluations. If an educator remains minimally effective or ineffective, after three evaluations, the Michigan legislative requirements and district procedures will be followed and the employee will be terminated.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

The results of the data dialogue, examining multiple sources of data, indicated an immediate need for intensive professional development in the following areas:

- engaging and effective instructional strategies, including the use of technology to teach Reading, Writing, Math, Social Studies, and Science,
- creating a positive school climate and culture,
- utilization of PD 360 for individual and group professional needs, and

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-job embedded opportunities to improve teachers knowledge and skills.

The Jessie Loomis Priority team explored available, high quality, researched-based, professional development opportunities and constructed a plan specifically targeted to the 'big ideas' and the instructional programs, identified during the Collaborative Learning Cycle. The activities will be on-going, during the next three years, with offerings during district professional development days, after school, and during the summer, with stipends for all sessions held outside of the school day. PD 360 will be available to each teacher for individual professional needs.

Instructional coaches (one for ELA/Writing/Social Studies and one for Math/Science) assigned to Jessie Loomis will provide job embedded and on-going professional development by continually supporting the classroom implementation of the strategies. All teachers will be trained in Professional Learning Communities and will meet weekly for 90 minutes and one half day each month to examine data, analyze student learning, identify areas of deficiency, and devise plans to modify instructional practices to close the gaps. Teachers will bring student work samples as well as formative and summative assessment data to monitor student achievement in all core content areas and base future lessons upon their findings.

### Planning Year: 2014-2015

Jessie Loomis staff will be trained in Positive Behavior Interventions and Supports (PBIS) utilizing Review 360 Behavior Matters by Pearson. Current data from the 2014/2015 school year shows that we already have 187 offenses by students which include 3 assaults on staff, 18 physical assaults, 41 educational disruptions, 35 incidents of fighting, 15 incidents of insubordination, and 15 incidents of failure to cooperate. These offenses have resulted in more than 100 out of school suspensions to date. This application has been designed by Pearson and AIMSweb to improve school climate and student behavior through positive behavior supports by utilizing universal screeners, screener analysis, interventions and progress monitoring. To assess the impact of PBIS practices, behavior data will be reviewed quarterly (suspensions and referrals) at a PLC meeting. In addition, the administrator will look for examples of PBIS implementation during walk-through observations. A behavior specialist will train staff in the application as well as provide direct support in the form of interventions to students.

### Implementation Year One: 2015-16

Instructional staff will receive training in math content during the summer of 2015. During the school year, Math in Focus consultants will be contracted to work with building staff. Other trainings will be provided by district math coaches throughout the school year. Training will include released time for coaching conversations. PD 360 will also be utilized to provide individualized training online for specific concerns and/or interests of staff specifically in the area of math. Weekly PLC's will be used to analyze student achievement based upon work samples and assessment scores to inform instructional practices of our teachers.

Training on AIMSweb as well as the Review 360 application will be provided in the summer to ensure all staff can effectively use the system for data gathering, progress monitoring, goal-setting, tracking interventions, generating reports and interpreting data to guide instruction.

There will also be job-embedded coaching to support implementation of daily instruction in all core content areas (one coach for Math/Science and one coach for ELA/Writing/Social Studies).

The administrator will look for examples of core content implementation and full implementation of the math curriculum during walk-through observations and weekly examination of lesson plans.

Accurate use of AIMSweb as well as Review 360 will be assessed by reviewing data from teachers and the Behavior Specialist during PLC protocols for evidence of using the data to adjust instructional practices.

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### Implementation Year Two: 2016-17

Summer training will be provided in Kagan Learning Structures. Implementation will be supported by job-embedding coaching throughout the school year.

Science and social studies district coaches will train teachers and coaches assigned to Loomis in research-based instructional strategies for science and social studies. The effectiveness of these strategies will be monitored during weekly and monthly PLC meetings by analyzing student work samples as well as formative and summative assessment scores.

PD 360 will also be utilized to provide individualized training online for specific concerns and/or interests of staff specifically in the area of science and social studies.

The administrator will look for examples of Kagan structures, and science and social studies strategies during walk-through observations and weekly examination of lesson plans.

### Implementation Year Three: 2017-18

Summer training will be provided by the district reading coaches to assure Pearson Reading Street is taught with fidelity. Professional development for writing will be provided by District ELA coaches during professional development days, building Professional Learning days, and job-embedded coaching throughout the school year. The effectiveness of instructional strategies will be monitored weekly and monthly during PLC's by analyzing student work samples and formative and summative assessments. Teachers will adjust instructional strategies on the review of the data.

PD 360 will also be utilized to provide individualized training online for specific concerns and/or interests of staff specifically in the area of ELA.

The administrator will look for examples of implementation of Reading strategies during walk-through observations and weekly examination of lesson plans.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

Indicator 5A:

The Saginaw Public School District will use specific recruitment strategies centered on student needs as identified by data and teacher effectiveness to directly support student achievement. Teachers who receive exceptional performance evaluations serve as lead teachers within their respective schools. They are selected to attend conferences that relate to district and school improvement goals. Also, teachers have an opportunity to serve as mentors for probationary staff. Mentors are given additional monies to budget for instructional supplies. Plus,

opportunities for advancement in instructional coaching positions exist for teachers that demonstrate exceptional capacity for leadership. Generally, instructional coaches with endorsements in educational leadership advance into administrative positions within the district.

When teacher vacancies exist, recruitment of candidates will be based on student needs, identified by stakeholder surveys, student demographic, and performance data. A comprehensive needs assessment of our students' attitudes towards their learning and performance on MEAP and district benchmark assessments suggests that applicants considered for positions at Jessie Loomis must possess experience with:

Culturally Responsive Curriculum/Cultural Competency  
Differentiated Instruction / Inclusive Classrooms with Special Education Students  
Reading and Math Intervention  
Children in Poverty  
Urban School Reform

Teachers must also demonstrate proficiency and knowledge of effective strategies and best practices including:

Bloom's Taxonomy, the Response to Intervention process, Differentiated Instruction, Classroom Instruction that Works, Inquiry-based Learning, Essential Questions, Understanding by Design, and Professional Learning Communities. Candidates must also have the desire to 'go the extra mile,' to take on additional responsibilities such as, before and after school programs, and be willing to attend all required training.

Jessie Loomis' Leadership Team, including the principal, will be actively involved in the interview process for all open positions. Hiring decisions will be based on student needs, credentials, skill level, experience, and effective writing skills. All hiring recommendations will come from the Jessie Loomis Leadership Team.

Indicator 5B:

The district will improve teacher retention at Jessie Loomis based on students' needs by utilizing the following strategies:

1. An experienced Jessie Loomis mentor will be provided to all teachers new to the building and all non-tenured teachers.
2. Teachers with an effective or highly effective rating will be assured the stability of their current building placement.
3. Teachers will receive options for compensation for participating in workshops and conferences supporting required professional development initiatives outside the school day. Hourly rate for professional development (\$22.62) and in-service credit (SCECH)
4. Teachers will be provided with multiple opportunities to participate in professional development to improve their craft.
5. A reward system will be utilized at Jessie Loomis as described in Requirement 3.

The principal has the right of assignment based on student achievement and behavior data, classroom observations, teacher evaluations, and parent perception data. The principal, with input from the Leadership Team, will determine the best placements for current staff starting the fall of 2015.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program**

6A: The Jessie Loomis Priority Team consisting of staff from across grade levels and district support staff reviewed multiple sources of data and used the Collaborative Learning Cycle to identify underlying causes of our priority status and 'Big Ideas' necessary to transform the school. Michigan's 2013-2014 Top-to-Bottom list indicated a fourth percentile ranking for Loomis. Causes of low student performance were identified as being deficient in the following areas:

- Engaging and effective use of teaching strategies (consistent from teacher to teacher and grade to grade)
- Fidelity of implementation in academic content
- Embedded and ongoing professional development (hit or miss)
- School-wide positive behavior system
- Consistent certified teachers in all grade levels for multiple years (this current school year has 5 new teachers to the building as well as 1 long term sub out of a total of 18 classroom teachers)

Data used to determine the underlying causes for priority status were MEAP scores disaggregated by subject, grade level and subgroup, which indicated a need for increasing teacher effectiveness using research-based methods and strategies. Our district AIMS web scores also support these findings. For example, average 2013-2014 MEAP percent proficient for all students (Level 1 and Level 2) include: 12.5%, 36.4%, 28.6% and 34.5% for Reading, less than 10% at all grade levels for Math, less than 10% for 5th grade in Science, less than 10% for 6th grade in Social Studies and 23.6% for 4th grade in Writing. The previous three year's math score averages from school years 2011/2012 to 2013/2014 reflect the following: 16%, 11.9% and less than 10% in 3rd grade, less than 10% every year for fourth and fifth grades and 12%, 11.8% and less than 10% in 6th grade. Analysis of this data resulted in our Big Idea One - Improvement of Teacher Knowledge, Skills and Disposition and our Big Idea Two - Developing Focused and Effective Teaching Using Engaging Strategies. We also reviewed our Skyward behavioral data. In the 2011/2012 school year, there were 563 suspensions and 9 long-term (more than 10 days) suspensions for 156 students out of a total count of 394; in the 2012/2013 school year, there were 274 suspensions and 2 long-term suspensions for 128 students out of a total count of 383; in the 2013/2014 school year, there were 432 suspensions and 3 long-term suspensions for 181 students out of a total count of 456; in the current school year, we've already had 187 offenses by students including 3 assaults on staff, 18 physical assaults, 41 educational disruptions, 35 incidents of fighting, 15 incidents of insubordination and 15 incidents of failure to cooperate. Analysis of this data resulted in our Big Idea Three - Building a Positive Culture and Climate. Loomis staff will be trained in Positive Behavior Interventions and Supports (PBIS) beginning in the 2014/2015 school year.

The programming chosen by the district has been rigorously selected and will address students' academic achievement when implemented at Jessie Loomis with fidelity and intensive, embedded professional development in all subject areas that provides opportunities for in-depth teacher and student learning. Therefore, Jessie Loomis will engage in intensive professional development that will ensure full implementation of curricular programs with research based methods and strategies. The team elected to use previously adopted instructional programs for reading, math, writing, science and social studies, to maintain district wide alignment and provide stability to our transient student and teacher populations, based on building mobility data. These programs were selected utilizing the district's comprehensive diagnostic process.

### Implementation Year One: 2015-16

Instructional staff will receive training in math content during the summer of 2015. During the school year, Math in Focus consultants will be contracted to work with building staff. Other trainings will be provided by district math coaches throughout the school year. Training will include released time for coaching conversations. PD 360 will also be utilized to provide individualized training online for specific concerns and/or interests of staff specifically in the area of math. Training on AIMSWEB as well as the Review 360 application will be provided in the summer to ensure all staff can effectively use the system for data gathering, progress monitoring, goal-setting, tracking interventions, generating reports and interpreting data to guide instruction. There will also be job-embedded coaching to support implementation of daily instruction in all core content areas (one coach for Math/Science and one coach for ELA/Writing/Social Studies). The administrator will look for examples of core content implementation and full implementation of the math curriculum during walk-through observations and weekly examination of lesson plans. Accurate use of AIMSWEB as well as Review 360 will be assessed by reviewing data from teachers and the Behavior Specialist during weekly and monthly PLC protocols for evidence of using the data to adjust instructional practices.

### Implementation Year Two: 2016-17

Summer training will be provided in Kagan Learning Structures. Implementation will be supported by job-embedded coaching throughout the school year. Science and social studies district coaches will train teachers and coaches assigned to Loomis in research-based instructional strategies for science and social studies. PD 360 will also be utilized to provide individualized training online for specific concerns and/or interests of staff in all core content areas. The administrator will look for examples of Kagan learning structures as well as science and social studies instructional strategies during walk-through observations and weekly examination of lesson plans.

### Implementation Year Three: 2017-18

Summer training will be provided by the district reading coaches to assure Pearson Reading Street is taught with fidelity. Professional development for writing will be provided by District ELA coaches during professional development days, building Professional Learning days and job-embedded coaching throughout the school year. PD 360 will also be utilized to provide individualized training online for specific concerns and/or interests of staff in all core content areas. The administrator will look for examples of implementation of Reading strategies during walk-through observations and examination of lesson plans.

### 6B - Introduction

Multiple programs and strategies were researched by the Priority Team. The following strategies were prioritized with the use of student achievement data as well as behavioral data and organized around three Big Ideas of the improvement of teachers' knowledge, skills, and disposition (Big Idea 1), developing focused and effective teaching using engaging strategies (Big Idea 2), and building a positive culture and climate (Big Idea 3). As we consistently review our plan for effectiveness, we will use data to make necessary adjustments to our instructional programs and strategies. The plan will be implemented consistently through summer training, implementation, PD 360 online professional development (in the areas of climate and culture, PBIS, engaging instructional strategies in all core content areas), PLC conversations and job-embedded coaching each year.

Planning Year: 2014-2015

## 1. Big Idea 3: Climate and Culture

In the second semester, Jessie Loomis will begin to implement a school wide behavior system that will create a school culture through the use of Positive Behavior Interventions and Supports (PBIS). PBIS is a researched based skill-building approach that will strengthen the academic skills of all students while reducing discipline referrals (Barrett, Bradshaw & Lewis-Palmer, 2008, Maryland state-wide PBIS initiative. Journal of Positive Behavior Interventions, 10, 1005-114) and (Blonigen, Singell, Horner, Irvin & Smolkowski, 2008 Application of economic analysis to school-wide positive behavior support programs. Journal of Positive Behavior Interventions). It supports teachers in developing a set of school-wide supports and universal expectations that provide a positive focus to encourage desirable student behaviors (Kutash, Duchnowski & Lynn, 2006, School-based mental health: An empirical guild for decion-makers, The Research and Training Center for Children's Mental Health, Florida Mental Health Institute, university of South Florida). PBIS Teams will be formed to aid in this implementation and to oversee the creation of common school-wide behavioral expectations. Summer training will be provided to teachers and the Behavioral Specialist in the Review 360 application by Pearson.

## 2. Big Idea 1: Improvement of Teacher's Knowledge and Skills

In the second semester, staff will begin to build opportunities for collaboration through the use of Professional Learning Communities (A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher education, Volume 24, Issue 1, January 2008, pp. 80 - 91. Teachers will begin to analyze student's formative and summative assessment data and behavioral data, plan and share best instructional practices, and determine levels of MTSS for all students. Teachers will create common documentation forms to demonstrate accountability. The District's PLC coach will facilitate with process.

Implementation Year 1 - 2015-2016

All of the instructional programs initiated in the planning year will be embedded throughout implementation of year 2.

## 1. 2015-2016 - Big Idea 1, 2: Improvement of teachers' knowledge, skills, and disposition, developing focused and effective teaching using engaging strategies

Math will become the focus in the first year of our plan. To increase teacher knowledge, skills, and confidence, the district will provide teachers with training in the Math content area during the summer of 2015. This will include various resources and materials including Math in Focus resources and materials, differentiated according to the teachers' needs and experiences. Math In Focus consultants will be contracted to work with building staff. Other training will be provided through the district math coaches.

Beginning the Fall of 2015, all teachers will use district developed core curriculum in conjunction with Math in Focus resources and MAISA Units. Loomis will concentrate on building number sense and academic vocabulary. Follow-up training, support, and collaboration will be provided throughout the year with job-embedded coaches to include developing an understanding of all resources (online and print) aligned with CCSS, instructional strategies and how to use them. All K-5 teachers will use effective strategies including, but not limited to, modeling, graphic organizers, estimating, SQR (Survey, Question, Read) and discussion/sharing activities (guess and check, lists, looking for patterns, drawing pictures, using formulas, working backwards, eliminating possibilities). This will also include released time for coaching conversations. All teachers will use the Math Pacing Guide that vertically aligns the curriculum with the Common Core Standards for Career and College Readiness. Lastly, we will provide math nights for our parents to come out and learn new skills to work with their students at home.

## 2. 2015-2016 - Big Idea 1, 2 improvement of teachers' knowledge, skills, and disposition, developing focused and effective teaching using engaging strategies



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Jessie Loomis will move from an integrated model for science and social studies instruction to daily instruction in those subject areas. Teachers will implement the Scott-Foresman Science resources and MAISA units for both Science and Social Studies with support from district instructional coaches on content knowledge and effective strategies for use in the classroom. Effective strategies will be research-based and include regular (at least once a week) use of hands-on learning through the use of science labs and demonstrations.

3. 2015-16 - Big Ideas 1, 2: Improvement of teachers' knowledge, skills, and disposition, developing focused and effective teaching using engaging strategies

Loomis will implement an intervention hour (30 minutes math and 30 minutes of reading) to provide Multi-Tiered Systems of Support (MTSS). Students will be screened three times per year using AimsWeb and other assessments to identify Tier II and Tier III students. K-5 Teachers will plan Tier II interventions. With the assistance of interventionists and literacy aide(s), teachers will provide support during small group instruction. Tier III support will be provided by Title I teacher(s) for one hour daily per student during the grade-level intervention hour. Classroom teachers will progress-monitor Tier II students on biweekly and Title I teachers will progress-monitor Tier III students weekly. Progress monitoring data will be reviewed during designated PLC meetings and at Intervention Team meetings, at which times instructional adjustments will be made. District curriculum coaches will assist teachers with developing work stations for the intervention hour for students not receiving Tier II or III interventions.

4. 2015-16 - Big Idea 1: Improvement of teachers' knowledge, skills, and disposition Building staff will become knowledgeable in the use and analysis of AimsWeb. Training will be provided to ensure all staff can effectively use the AimsWeb system, including progress monitoring, goal-setting, tracking interventions, generating reports, and interpreting the data to guide instruction.

5. 2015-2016 - Big Idea 3: Culture and Climate

Jessie Loomis will implement school wide expectations and procedures to create a shift in school culture through the use of PBIS, a research based skill-building approach that will strengthen the social skills of all students and clarify expectations for students and teachers alike. A system for parent communication will be implemented to inform families about the PBIS components being implemented. A behavior specialist will be used to enhance teachers' knowledge to support classroom management of Tier I and Tier II students. The behavior specialist will also be expected to work closely with Tier III students. Skyward discipline data, assessment data and attendance data will be used by staff for student tier placement as well as to evaluate the success of implementation.

6. 2015-2016 - Big Ideas 2, 3: Focused and Effective Teaching, and Climate & Culture Loomis will increase the amount of time designated to our Professional Learning Communities (PLCs). Starting in the fall, PLCs will be held for 90 minutes each week, and one-half day each month in a variety of configurations based on building needs, e.g., grade-level, whole school, subject-area. The purpose of the meetings will be to collaborate and reflect on assessment data including formative & summative assessments, student work, and student behavior data to identify challenges and strategies to address those challenges. PLC protocols will be completed at each meeting and uploaded on the Loomis X-drive as documentation and as points of reference as implementation of the Transformational Plan continues.

Implementation Year 2 - 2016-2017

All of the instructional programs initiated in previous years of the plan will be embedded through the implementation of year two.

1. 2016-2017 - Big Idea 2: Developing focused and effective teaching using engaging strategies

In the summer of 2016, teachers will be trained to use Kagan Learning Structures in order to fully engage students in the learning process. The learning structures will be established in classrooms and teachers will be supported through job-embedded coaching.

2. 2016-2017 - Big Idea 1, 2: Improvement of teachers' knowledge, skills, and disposition and developing focused and effective teaching Science and Social Studies will become the focus in the second year of our plan. Teachers will continue to implement Scott-Foresman

Science for inquiry based learning, hands on-learning through experiments, labs and demonstrations, and cooperative learning to teach scientific concepts. Science and social studies coaches will train teachers to use strategies to effectively teach both Science and Social Studies, including the use of MAISA Units, graphic organizers, and discussion format followed by job-embedded coaching. These programs are vertically aligned with the Common Core Standards for Career and College Readiness.

### Implementation Year 3 - 2017-2018

All of the instructional programs implemented in previous years will be embedded throughout year three.

1. 2017-2018 - Big Idea 1, 2: Improvement of teachers' knowledge, skills, and disposition and developing focused and effective teaching Reading will become the focus during the third year of our plan. During the summer of 2017, all teachers will be trained by district reading coaches to assure that Pearson Reading Street is taught with fidelity. The training will concentrate on the 5 Essential Components and 7 Strategies of Highly Effective Readers. Coaches will also provide training that includes but is not limited to, modeling, graphic organizers, using common vocabulary, collaborative learning, creating and administering common formative and summative assessments for reading, and implementing these effective strategies. Teachers will use weekly ELA Pacing Guides to ensure that all Common Core Standards for Career and College Readiness will be taught with vertical alignment, as well as horizontal consistency.

2. 2017-2018 - Big Idea 2: Improvement of teachers' knowledge, skills, and disposition and developing focused and effective teaching Jessie Loomis will focus on implementing the Write Steps writing program with fidelity during the third year of our plan in order to improve writing proficiency. Training will be provided during the school year at staff meetings, Professional Days, and through job-embedded coaching. All K-5 teachers will use effective strategies including, but not limited to, modeling, graphic organizers, brainstorming, guided writing, think aloud, peer editing, revising and individual conferencing to teach the writing process with fidelity. Lastly, we will provide ELA nights for our parents to come out and learn new skills to be able to work with their students at home.

The building principal will monitor all stages of instructional program implementation with classroom walk-through protocols using the STAGES template. Lesson plans will be checked weekly for pacing guide alignment, timely feedback will be given via e-mail, and individual teacher discussions.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

Jessie Loomis has implemented the use of Professional Learning Communities to continually review multiple sources of data, for the purpose of improving student achievement, climate and culture, and building infrastructures. During Professional Learning Communities, held weekly and monthly for one half day, staff will examine classroom summative, interim and formative assessments, student work samples, discipline data, and strategies. Intervention Team meetings will be held weekly throughout the year to monitor individual student progress and make adjustments accordingly.

Each class will maintain a data wall for the purpose of monitoring student achievement and differentiating instruction, in all subject areas. Teachers will collect pre- and post- test data at the beginning and end of each core unit. AIMS Web universal screening data will be

collected three times per year to identify students for Multiple Tiered Systems of Support in the areas of reading and math. The Pearson Reading Street and My Sidewalks programs along with Fast Forward will be utilized for reading interventions and Math in Focus, Math Navigator, Fast Math and Do the Math will be utilized for math interventions. The Saginaw Public Schools Pyramid of Supports will also be utilized for math and reading.

Our Behavior Specialist and teachers will maintain data via Review 360 reviewed during weekly PLC meetings. Data analyzed will include students in Tiers 1, 2 and 3 and will be comprised of student behavioral data including referrals, suspensions and student progress. The behavioral specialist will also observe student behavior and monitor behavior data related to referrals, using it to adjust common school-wide expectations to decrease behavior related incidents while supporting teachers.

Teachers will be expected to collect, analyze and track data from student work samples and assessments. This data will be monitored during weekly and monthly PLC's and teacher instruction will be adjusted accordingly. Teachers will be expected to complete PLC protocols and minutes for each meeting as well as have specified work samples and assessments ready to be analyzed. Teachers will be expected to share data with students on a continuous basis so that students are able to monitor their own progress and set individual goals in all core content areas. Students will be expected to chart their own growth in all core content areas in their own individual folders. Students who are not showing growth in ELA and Math will be referred to the MTSS (Multi Tiered Systems of Support) for academic interventions in the data specified Tier (I is for all students, II is based on data and may include a change in instructional delivery as well as duration or frequency in a small group within the classroom by the classroom teacher and/or interventionist and III is also based on data, but is more intense interventions delivered by a Title teacher outside of the classroom). Building wide data (specified above) will be displayed on the walls in the classrooms and hallways for each grade-level so that it is visible to all stakeholders. The principal will conduct weekly walkthroughs, to observe classroom instruction, review lesson plans, collect data and monitor progress. The Behavioral Specialist will also observe student behavior within and outside the classroom as well as support teachers in the implementation of specific behavioral interventions.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

Indicator 8A:

Instruction in core academic subjects will be increased through redesigning the use of the current schedule. Starting the fall of 2014, Jessie Loomis K-5 teachers will integrate art and music instruction across the curriculum within their classroom. Students will not be pulled out of their regular classroom for separate instruction. This will increase core instructional time by 80 minutes per week, allowing for the creation of an instructional schedule that will provide a 90 minute ELA/reading block, a 60 minute math, science, and social studies block, a 35 minute reading intervention block and a 35 minute math intervention block for all grade levels K-5. This instructional schedule will be used to provide focused and effective teaching to all K-5 students in the core areas of reading, math, science, social studies and writing. Goals will be set to reflect amended instructional schedules that indicate additional time spent on core instruction. During the 2013-14 school year, students spent 1700 minutes per week in core academic subjects and 150 minutes a week allocated for art, music, P.E., and foreign language instruction. During the 2014-15 academic year, 1780 minutes per week will be spent within core academic subjects. We have allocated 70 minutes per week for art, music, and physical education instruction. Eighty minutes x 36 weeks = 2880 minutes of extended core instruction throughout the academic year. This equates to 48 hours or approximately 8 additional days of extended learning time in core subjects.

The rationale for redesigning the schedule to include more core instruction is to provide uninterrupted and protected teaching time so that targeted interventions and teaching using researched based methods and strategies can take place to increase student achievement. This schedule will allow Jessie Loomis to implement all of the strategies described in 6B. Jessie Loomis will also provide an extended summer learning program available to all students K-5, which will provide core instruction in reading, writing, math, science, and enrichment activities, Monday-Thursday, 8:30-1:30, for four weeks. This program will be tailored to Jessie Loomis students' needs and progress will be monitored with pre- and post-tests.

Indicator 8B:

The district's plan for increasing time for enrichment activities will occur during the redesign of the current schedule. All students will participate in a bi-monthly, 30 minute career exploration activity designed to increase students' awareness of prerequisite skills and education

required to pursue a specific career. Early exposure of students to these requirements is intended to give them an understanding of how they must excel academically in order to become eligible to engage in certain career options. This will motivate students to excel academically. Demonstrating how the coursework that they take within a K-12 system or post-secondary institution directly aligns to skills needed to practice within a desired occupation is another source of motivation for students to excel within their classes.

Jessie Loomis staff will work with the district's College and Community Access Coordinators to identify dates that students can participate in college and career going activities designed to improve their career awareness. All students will have an opportunity to visit the Saginaw Career Complex (SCC) once before the conclusion of the academic year. The principal will coordinate the visitation dates with the district's College and Community Access Coordinators and SCC's counselor. Teachers will use weekly ELA Pacing Guides to ensure that all Common Core Standards for Career and College Readiness will be taught with vertical alignment, as well as horizontal consistency. All students will also have an opportunity to participate in Camp Invention which focuses on creative problem solving and innovation as strategies to engage students in STEM education. This week long program will be offered to students during the summer of 2015. This activity also provides students with an opportunity to explore STEM related career options.

### Indicator 8C:

The district plan for increasing time for professional collaboration will be completed by adding time to participate in professional learning communities. Beginning in the fall of 2014, all teachers will participate in a 60 minute PLC once every week intended to encourage the use of PLCs to conduct a more comprehensive review of students' work, performance on common assessments, and more frequent monitoring of Tier 2 and Tier 3 interventions. These PLC sessions will be documented using a standard protocol and placed on a shared drive that all teachers can access to review work occurring within the school. This increases time for professional learning and collaboration from 150 minutes a month to 240 minutes a month. Effective winter of 2015, every month staff members will also engage in a ½ day session of job-embedded professional development to improve teachers' capacity to implement school reform strategies, engage in effective PLCs, and create lesson plans that reflect standards of rigor to improve student achievement. District instructional coaches will be providing the relevant training to staff to support goals identified within Jessie Loomis' school improvement plan. This professional development format will give teachers approximately 27 hours of training in collaboration with their colleagues.

## **Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

### 9A: Parent/Family Engagement

Jessie Loomis provides ongoing mechanisms to engage families and the community in our reform efforts. We will reach out to parents to get them specifically involved in the academic programs of the school within our classrooms. Our hallways will reflect the instructional focus as well as the progress being made (data) towards the achievement of our plan. By doing this, our parents will be able to see and understand how our teacher's knowledge and skills regarding their students' education is improving as noted in our transformation plan. We will do this by inviting parents to volunteer in the classroom and/or office and to participate in training opportunities as part of the transformation plan to improve the building climate. We will continue to keep parents informed via use of our marquee, newsletters, mailings, instant message alerts, school website (<http://loomis.spsd.net/>) and Title I meetings.

We will continue to offer parents the opportunity to attend Curriculum Night, monthly STARS Assemblies, Accelerated Reader Nights and Parent Teacher Conferences. Loomis Parent Group meetings are also held monthly to plan family engagement activities, such as Math and

Literacy Game Nights, Donuts with Dad, Muffins with Mom, Cookies with Santa, fundraising events, Scholastic Book Fairs, and Trunk or Treat events to build a positive climate and culture as well as understand the focused and effective strategies being used by teachers.

Our staff will continue to build a sense of partnership and trust with our families through ongoing, culturally respectful communications, including newsletters, Instant Messenger Voicemails, and the building marquee. Stakeholder surveys are conducted two times per year to gain feedback on current practices and obtain suggestions for improvement.

### 9B: Community Engagement

Jessie Loomis staff incorporates multiple strategies to engage community members in our reform efforts. We realize we need to work closely with our community, so we will reach out and invite our community representative(s) to participate in our School Quality team which will then afford them the opportunity to understand how our teachers' knowledge and skills are improving regarding the curriculum and how they are developing focused and effective teaching strategies and how they can play a vital role in assisting our school improvement efforts.

We are currently developing a partnership with Dow Chemical for STEM training to provide our teachers and students with hands-on instructional activities in the areas of science, technology and math. We are working with Victorious Believers Ministries to gain mentors for our students. We are also working with Saginaw Valley State University for professional development and student teachers to assist our teachers within the classroom. We will invite our community partners into our school to provide mentors to our students, assist our teachers with the planning and implementation of instructional strategies within the classroom, help plan activities during and after the instructional day for our students, families and staff. Community members will be invited to our monthly parent meetings to offer suggestions and participate in our parental engagement activities. We will communicate our progress in regards to our reform plan and how their participation supports the school reform efforts via newsletters, monthly parent meetings, monthly email updates and school quality meetings.

We will continue to encourage volunteers in the school to read with children, provide tutoring and mentoring, help out in classrooms, the office and cafeteria and provide support in a variety of ways to improve the climate and culture of our school. We currently engage multiple community partners, including Saginaw Police Department (mentoring), Boy Scouts and Girl Scouts (mentoring and life lessons), Life Touch Photography (student incentives), Foster Grandparents Program (provide academic support within the classroom), Youth First (after school program), UPS Winter Coat Drive (provide coats to children who are in need), Impact Saginaw/Team One (transportation for fieldtrips), First Ward Community Center (picks up students for an afterschool program) and after school athletics.

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Requirement #10:** The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

**Indicator 10A:** Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

Indicator 10A:

A Memo of Understanding between the School Board of the City of Saginaw, the Saginaw Education Association, and the Superintendent of Schools, states that the District and Association are committed to meet requirements placed within the transformation plan. This agreement includes operational flexibility in the areas of staffing, calendars, time, and budgeting. See attachment. The building principal will exercise right of refusal to move a staff member to Jessie Loomis if they lack the capacity or desire to align with initiatives and programming of the school. This authority will be enforced throughout the duration of the plan. Current state legislation regarding teacher evaluation and removal of staff will be followed, including removing teachers evaluated as "ineffective" or "minimally effective" within the building. Student data will be a significant portion of the evaluation tool and weighted as legislated.

Jessie Loomis' administration and Leadership Team will be involved with the process of interviewing for vacant positions within the building. Placement decisions will be based upon prospective candidate's credentials, instructional abilities, literacy skills, and reference checks. Recommendations for hiring will come from the Jessie Loomis Leadership Team. Jessie Loomis Elementary will be allowed to adjust their school calendar as needed to support the instructional programming as long as the district's minimum number of contact hours is satisfied. Jessie Loomis will have the ability to schedule their professional development days and PLCs. The building will set a professional development schedule, which may or may not include district professional development days, based on building needs, and successful execution of the transitional plan with fidelity. Jessie Loomis will start a cultural plan development during the second semester of the 2014-2015 school year, with implementation during 2015-2016 school year, including bringing a provider to campus to research and develop a culture and climate plan for the building, train staff to be coaches within the building to develop these cultural needs, and provide stipends to staff participating in the training. The Jessie Loomis Leadership Team will have autonomy in determining the Title I budget and use of its funds (subject to federal regulations), to support the transformation plan, in accordance with student needs and the building Comprehensive Needs Assessment found in Assist.

**Requirement #11:** The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

**Indicator 11A:** In your response, describe how the district plans to access and provide supports for the school.

**Indicator 11B:** In your response, list the central office contact person responsible for monitoring and supporting the school.

### Indicator 11A & 11B:

The School District of the City of Saginaw, inclusive of the Board of Education, Superintendent of Schools, Administrative Cabinet, and Executive Staff, will support all efforts put forth Jessie Loomis' transformation plan in support of students' unique needs. The Superintendent has assigned Nathaniel B. McClain, Assistant Superintendent as the Central Office liaison. Ericka Taylor, Jessie Loomis' principal, is accountable for maintaining a clear understanding of specific technical assistance needs associated with programming, student achievement, priority plan maintenance, and related circumstances. Specific professional development activities, determined through focused study of staff capacity and student data, will enhance our ability to meet goals of significant improvement. Ongoing professional development activities specific to Jessie Loomis transformation initiatives will be supported through Title IIa funding and any additional funds related to Jessie Loomis' priority status.

Jessie Loomis staff will collaborate with various stakeholders to seek and receive technical assistance as needed. Those agencies include: The Saginaw Intermediate School District (SISD) (Statewide System of Technical Assistance) - Priority School Support Staff include Rebekah Hornak, Gayle Matoy and Janet Kennelly. Their support for Jessie Loomis includes: participation in the Statewide System of Technical Assistance (6 meetings a year with Jessie Loomis' staff, helping them to focus on independent goals, learning how to analyze data and implementing school improvement efforts), school improvement writing efforts (scheduled in March / April / and May annually), an academic coach, curriculum review with the Director of Curriculum and Jessie Loomis' Leadership Team, assistance with Positive Behavior Intervention Supports, and support with professional learning communities.

The initial technical assistance meetings started in August and have been ongoing weekly, to support the writing of different components of this transformational plan. The Michigan Department of Education (MDE) Office of School Reform offers technical assistance throughout the school year in the form of different meetings. All meetings related to priority status will be attended by Jessie Loomis' staff. Central office is also invited to attend. Fall and spring school improvement meetings are held in Lansing annually, attended by Central Office and Jessie Loomis' staff. MDE has assigned Michigan State University (MSU) Intervention Specialist Jon Hartwig, Jon has worked with the Jessie Loomis Leadership Team to draft their transformation plan through a careful examination of MEAP trend data and causes for the priority status. He has attended weekly meetings to help the Leadership Team identify root causes for students' inability to reach proficiency and will continue to work with the staff throughout the improvement process.